

First Grade Theme 9 Story Selection

Student Name: _____

Date: _____

	Questions	Excellent Progress	Good Progress	Some Progress	Needs Improvement
Phonics	(Questions 1-6) 6 points M. C.	6	4-5	3	0-2
High frequency words	(Questions 1-5) 5 points M.C.	5	3-4	2	0-1
Problem Solving	(Questions 1-5) 4 points M. C. 3 points Open Ended	7	5-6	3-4	0-2
Sequence of Events	(Questions 1-4) 4 points M. C. 3 points Open Ended	7	5-6	3-4	0-2
Fantasy and Realism	(Questions 1-4) 4 points M.C. 3 points Open Ended	7	5-6	3-4	0-2
Writing & Language Proofreading	(Questions 1-4) 4 points	4	3	2	0-1
Writing & Language Friendly Letter	8 points Rubric score X2	8	6	4	0-2

Total score: / 44

Open Ended Rubric

Problem Solving

3 points: Answer written as a statement.
1 accurate example listed.

2 points: Answer written as a statement.
No accurate examples listed.
--OR--
Answer not written as a statement.
1 accurate example listed.

1 point: Answer not written as a statement.
0 accurate examples listed.

0 points: Incomplete or no work shown.

Sequence of Events

3 points: Answer written as a statement.
1 accurate example listed.

2 points: Answer written as a statement.
No accurate examples listed.
--OR--
Answer not written as a statement.
1 accurate example listed.

1 point: Answer not written as a statement.
0 accurate examples listed.

0 points: Incomplete or no work shown.

Fantasy and Realism

3 points: Answer written as a statement.
1 accurate example listed.

2 points: Answer written as a statement.
No accurate examples listed.
--OR--
Answer not written as a statement.
1 accurate example listed.

1 point: Answer not written as a statement.
0 accurate examples listed.

0 points: Incomplete or no work shown.

Friendly Letter Rubric

Score	0	1	2	3	4
Criteria	Illegible or no answer	Does not meet the criteria of a friendly letter; does not follow the friendly letter form; does not focus on a topic and is hard to understand	Meets the criteria minimally; uses the form of a friendly letter, but may not include all five parts; details are lacking or insufficient	Includes all (or most) of the five parts of a friendly letter; conveys information to the reader; includes some details	Meets the criteria of a friendly letter; includes all five parts; conveys information fully; provides details that add interest
Sample Answer		I like school. Do things new things.	Dear Hank, I learn lots at school. I have friends. See you soon. Jeff	May 20, 2011 Dear Kit, In school we are learning about animals. We have a pet hamster. I take care of it on Fridays. Your friend, Rita	May 20, 2011 Dear Peter, Our class has a pet hamster. His name is Peter, too! He sleeps a lot during the day. One day I got to take Peter home with me. I had fun feeding and watching him. Your friend, Marcos

Phonics

Fill in the circle next to the word that makes sense in the sentence.

1. I like to _____ pictures of animals.

☐ toy

☐ boil

☐ draw



2. Here is an owl in the _____.

☐ sky

☐ funny

☐ why



3. The owl catches mice with its _____.

☐ spoil

☐ claws

☐ clown

4. Here is a picture of some _____.

☐ fox

☐ flies

☐ foxes

5. A _____ fox is called a cub or a pup.

☐ baby

☐ by

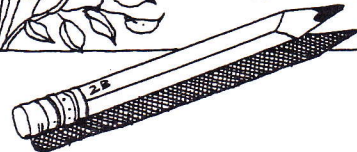
☐ happy

6. A mother _____ to teach her cubs how to hunt.

☐ lunches

☐ tries

☐ try



High Frequency Words

Read each sentence. Then, fill in the circle next to the word that makes sense in the sentence.

1. Jill and I wanted to plant a flower _____.

☐ around

☐ ocean

☐ garden



2. Dad took us to the shop to _____ seeds.

☐ before

☐ buy

☐ baby

3. There were so many _____ flowers we could choose.

☐ open

☐ only

☐ pretty

Noting Details

Read the story. Then read each question. Fill in the circle next to the best answer. You can look back at the story for help.

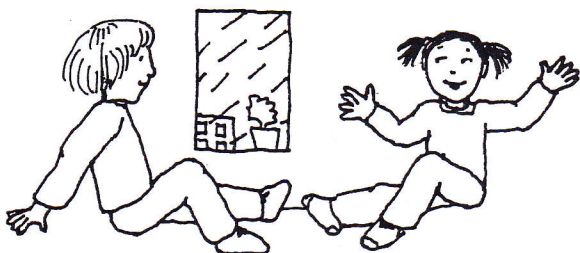
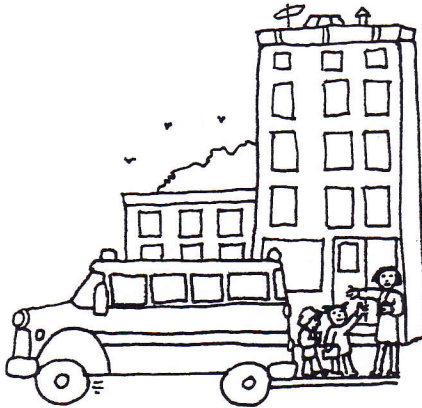
After School

My name is Joy. I am six. I live in a big tan building. Sally is my best friend. She is seven. Sally comes over every day after school.

Sally and I like to sing and dance and paint. We like painting the best. Sally likes to paint big shapes.

When it rains, we like to tell tales. I know a long tale about a cat and a boy. Sally likes to hear the tale three times in a row!

Sally's aunt picks her up at night. They go home to her house. I can't wait to paint with Sally again!



5.



1. Who is six years old?

☐ Mom

☐ Joy

☐ Sally

2. Where do the girls go every day after school?

☐ to Sally's house

☐ to school

☐ to where Joy lives

3. What do the girls like to do best of all?

☐ sing

☐ paint

☐ dance

4. When do the girls tell tales?

- ☐ when it rains
- ☐ when it is sunny
- ☐ when they are sad

5. Using the story to help you, write about when the girls tell tales.

Story Structure

Read the story. Then read each question. Fill in the circle next to the best answer. You can look back at the story for help.

On the Pond

Fred Frog lived in a pond. He liked being in the water. The pond was a good place to swim and look around.

One day, Bud Bird came to see his friend Fred. Bud and Fred liked to talk.

"Hi Fred," said Bud Bird. "It is a good day."

"Yes, it is," said Fred Frog.

"What a day. The sun is shining," said Fred Frog.

"It is hot now. How is the pond?" asked Bud Bird.

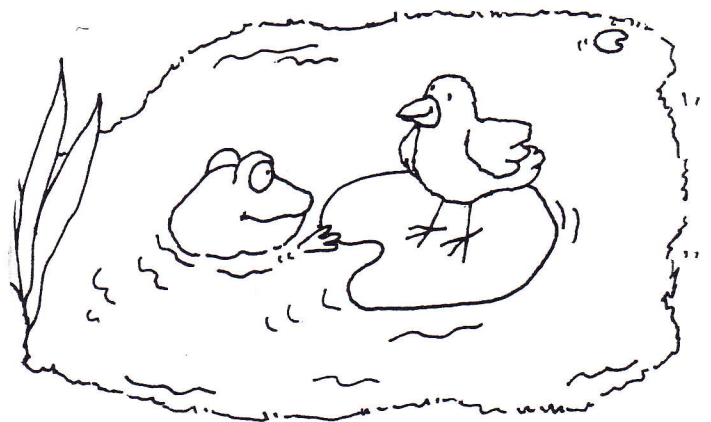
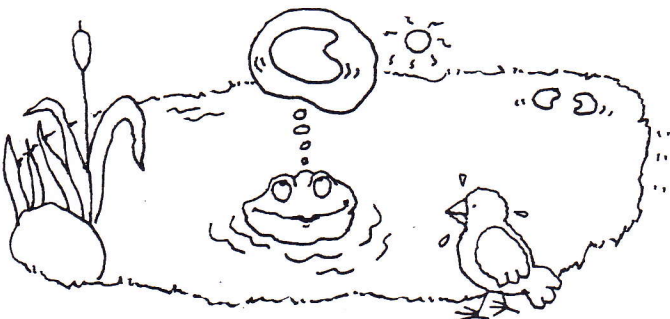
"It feels good," said Fred Frog.

"I wish I could go in the pond," said Bud Bird. "But I can't swim."

"Wait," said Fred Frog. "I know what to do."

Fred Frog got a lily pad and pushed it to the side. Bud Bird got on. The lily pad was like a boat. Bud Bird had fun.

"It is not so hot out here on the water," said Bud Bird. "Thank you, Fred Frog. This is so much fun!"



1. Where does the story take place?

☐ at a beach

☐ at a lake

☐ at a pond

2. Who are the main characters?

☐ Bud Bird

☐ Bud Bird and Fred Frog

☐ Fred Frog

3. What do Fred and Bud like to do together?

☐ talk

☐ eat

☐ swim

4. What is Bud's problem?

☐ He can't talk to his friend Fred.

☐ He can't go in the water to cool off.

☐ He has no friends.

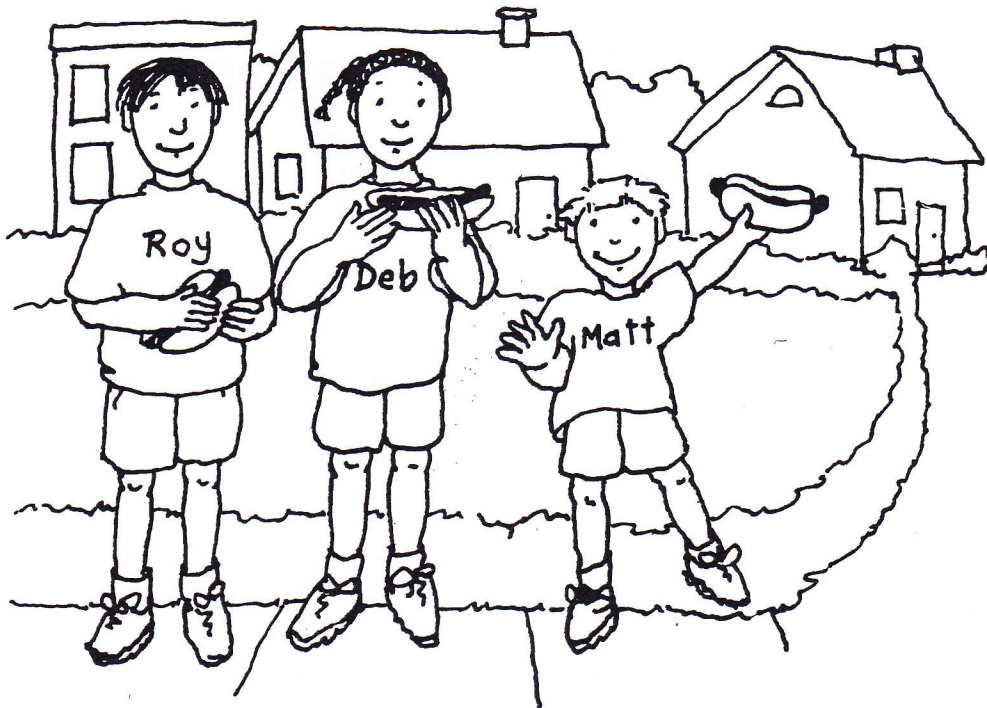
5. Using the story to help you, write about how Fred helped Bud solve his problem.

Compare and Contrast

Read the story. Then read each question. Fill in the circle next to the best answer. You can look back at the story for help.

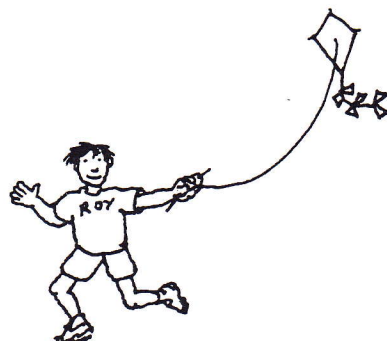
Good Friends

Matt, Deb, and Roy are good friends. They are alike in many ways. They all live on the same street. They all like to eat hot dogs. Matt, Deb, and Roy like to read books and play games.

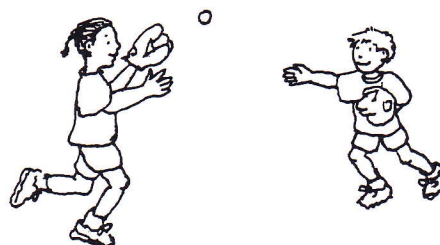


But Matt, Deb, and Roy are not alike in **every** way.
Roy and Deb are ten. Matt is six.

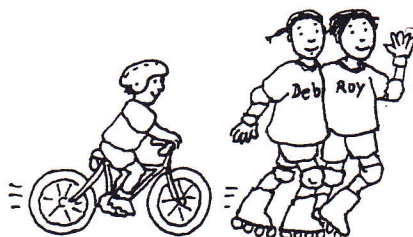
Roy likes to fly kites.



Deb and Matt like to play ball.



Matt likes to ride his bike. Roy and Deb like to skate.
Matt can't skate.



1. How are Roy, Deb, and Matt alike?

- ☐ They are all boys.
- ☐ They are the same age.
- ☐ They live on the same street.

2. What is one thing Roy, Deb, and Matt all like to do?

- ☐ They all like to eat hot dogs.
- ☐ They all like to skate.
- ☐ They all like to fly kites.

3. How is Roy different from Deb and Matt?

- ☐ Roy doesn't eat hot dogs.
- ☐ Roy can't read.
- ☐ Roy flies kites.

4. How is Matt different from Roy and Deb?

- ☐ Matt can't skate.
- ☐ Matt likes to play games.
- ☐ Matt likes to read books.

5. From the story, write about a way Roy and Deb are alike.

Proofreading

Read the sentences. Circle one mistake in each sentence. You will find three spelling mistakes. You will also find one mistake in using is and are.

Example: An owl can (fli)

1. The moon are in the sky.
2. I go to the woods with mi mom and dad.

3. They poynt to a bright star.
4. Mom and I make some wishes.



Writing and Language

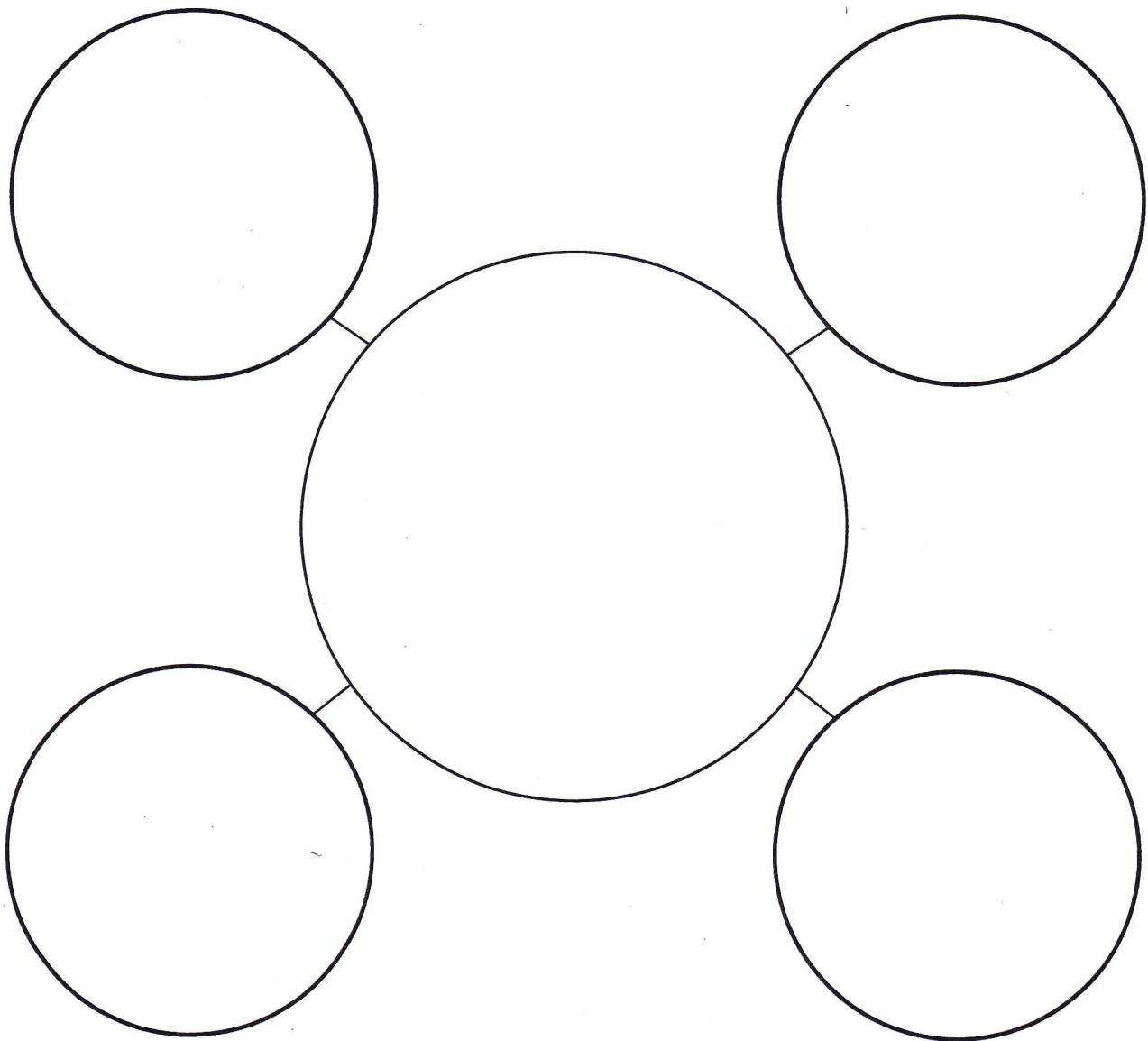
In *Special Friends*, you learned that friends are often alike in some ways, but different in other ways. Think about someone who is a special friend to you. Write a letter to that friend.

Remember to

- *make sure your letter has five parts: the date, the greeting, the body, the closing, and your name;**
- *add details to make your letter interesting to your reader.**

Decide to whom you will write. Then, before you start writing make an idea web.

- * Write or draw your idea, or what your letter will be about, in the center of the web.**
- * In the outer circles, write or draw details about your idea.**



Now write your friendly letter.

Handwriting practice lines for a friendly letter. The page contains ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.